

national challenge 2024

SCOUTS

programme-on-a-plate



*"Happiness can be found even in the darkest of times,
if one only remembers to turn on the light."
Albus Dumbledore*



These Scout Troop Programmes aim to engage Scouts in meaningful activities and discussions about health and well-being, utilizing the resources provided by WOSM. It encourages reflection, teamwork, and a commitment to fostering a supportive and mentally healthy Scout Troop and is a valuable initiative to promote awareness and understanding among Scouts. By addressing mental health in a Scout Troop Meeting, you contribute to building a supportive and understanding community, fostering resilience and empathy among Scouts.

It is not mandatory to run the *Health and Well-being Challenge Programmes* consecutively over a four-week period. Should you prefer, you could run one Health and Well-being themed programme per term or, alternatively, these programmes can be run every second week, interspersed with usual Troop meeting programmes which include other Scouting skills (mapping, backwoods, pioneering, first aid, etc.).

Acknowledgements: – WOSM Safe from Harm Mental Toolkit
Scouts for SDGs



health and well-being national challenge 2024



Theme: health and well-being : one



Date: _____

Duty Patrol: _____

| time hh:mm | duration | activity | equipment required | leader | purpose / outcome | comments / notes |
|------------|----------|--|---|---------------------|--|---|
| 19:30 | 5 min | Opening <ul style="list-style-type: none"> Your usual opening ceremony Brief introduction to the theme of the meeting | <ul style="list-style-type: none"> Flag, Payer Book, Register | TS / TL | <ul style="list-style-type: none"> Tradition, Structure, Discipline, Order. | <ul style="list-style-type: none"> Print the Programme One: 'Note to Scouts' - "Well-Being and Strengthening Resilience in a Scouting Environment" and the "Childline Contact Number" and put them up on the Troop notice board. |
| 19:35 | 5 min | Inspection | <ul style="list-style-type: none"> Patrol Points | ATs / PLs | <ul style="list-style-type: none"> Responsibility, Discipline, Uniformity, Attention to detail | |
| 19:40 | 15 min | Steam Release Game: Spud <ul style="list-style-type: none"> Each Scout is assigned a number. • One Scout throws a ball as high as they can and calls out a number. • The Scout whose number is called catches the ball as the rest of the Scouts run away as fast as possible. • Once the called Scout catches the ball, they call 'spud'! "at which time all retreating Scouts are to stop dead in their tracks. • The Scout holding the ball then attempts to hit another Scout with the ball. The other Scouts are still not allowed to move. If a Scout is hit he/she gets to retrieve the ball while the rest of the Scouts move away. The Scout who was hit is also given a 'spud', or a point. If the Scout is missed, the throwing Scout chases after the ball and gets a 'spud'. Once the ball is retrieved, the game begins again, with the number called and the ball thrown. The Scout with the least number of 'spuds' at the end of the game wins Variations: The Scout with the ball is allowed to take three long steps so that he/she can get as close to the nearest Scout as possible. The Scout being shot at is allowed to twist and bend, but may not move his/her feet. A Scout is not given a 'spud', but a letter (s, p, u or d). When a Scout has the full set of letters he/she must stand against the wall while the other Scouts line up to throw the ball at them. If any Scout misses he/she must stand against the wall as well. | <ul style="list-style-type: none"> Soccer Ball | TL | <ul style="list-style-type: none"> Physical exercise Gross motor activity Dexterity in throwing the ball, and in avoiding being hit by the ball Fitness Team work | |
| 19:55 | 20 min | National Challenge 2024 - Health & Well-Being The Troop Scouter and Court of Honour Chair explain the rules and guidelines of the National Scout Challenge 2024 to the Scouts. | <ul style="list-style-type: none"> National Challenge 2024: Background, Guidelines & Why Participate? documents. | TS / TL (COH Chair) | <ul style="list-style-type: none"> Ensure understanding of the guidelines and benefits of the National Challenge 2024. Promote, motivate and encourage participation. | <ul style="list-style-type: none"> Be sure to point out the opportunities available to Scouts for their own advancement by their participation in the National Challenge |

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|---------------|----------|---|---|--------|---|--|
| 20:15 | 30 min | <p>Mizaru, Kikazaru, Iwazaru: Everyone is Equally Important</p> <p>1. The Adult Leader asks the group if they know the story of the three Japanese monkeys representing the proverbial principle "see no evil, hear no evil, speak no evil". The Leader shows them how they look:</p> <ul style="list-style-type: none"> • <i>Mizaru</i> , who sees no evil, is covering his eyes, • <i>Kikazaru</i> , who hears no evil, is covering his ears, and • <i>Iwazaru</i> , who speaks no evil, is covering his mouth. <p>2. The Adult Leader divides the participants into small groups of five. Three people in the small groups represent one of the monkeys and, from now on, they either don't see (use a scarf), don't hear (use headphones with music), or don't speak. The rest of the group works without any restricting rules.</p> <p>3. The Leader explains the task for each group: the whole group needs to stand on the blanket. The goal is to flip over the blanket while standing on it, as fast as possible, without using hands and without touching the ground around it. The Leader could add an imaginative story about being on an island where there is water all around the blanket.</p> <p>4. After finishing the activity, the Adult Leader sits down in a circle with the whole group and asks following questions:</p> <ul style="list-style-type: none"> • "How did you feel during this activity?" (To check on emotions, possibly from all participants and how their differed among groups). • "Who was leading in the groups? Why?" (To see how "monkeys" were involved and if any of the restrictions prevented them from leading. • "Who had fun? Who enjoyed this activity less?" (To see if "monkeys" had the same amount of fun). • "Do you know why?" • "How important was the goal?" <p>5. The Adult Leader gives a summary of the activity: Sometimes our differences can bring additional struggles. We should consider all members of our group and different challenges or limitations they may face. While different tasks challenge us in different ways depending on our skills, experiences, and abilities, we are equals. We should look out for each other, be empathetic and help one another.</p> | <ul style="list-style-type: none"> • 1 x groundsheet / blanket for each Patrol | ATS | <p>Goals:-</p> <ul style="list-style-type: none"> • Scouts: Encourage empathy and care for others. • Adult Leaders: Create an environment in which Scouts feel responsible and caring for each other. | <p>Observe your Scouts during Troop Meetings! <i>See them! Listen to them! And Speak to them!</i></p> <p>As an Adult Leader, you are part of a Scout's life in a different way from parents or friends.</p> <p><i>Pay attention to what is happening with your Scouts when you're with them , in case you notice changes in behaviour.</i></p> <p><i>If you do, <u>do not ignore these changes</u> .</i></p> <p>Check in with your Scouts and try to understand how they feel and what is causing this Change and, in need, get them the help that they require to overcome any difficulties that they may be experiencing.</p> |

| time hh:mm | duration | activity | equipment required | leader | purpose / outcome | comments / notes |
|---------------|----------------|---|--|---------|---|--|
| 20:45 | 25 min | <p>Patrol In Council Scouts go to their Patrol Corners and plan the execution of the National Challenge under the guidance of their Patrol Leader. Planning of which activities are to be completed (Patrol or Individual) and when / how they will take place.</p> | <ul style="list-style-type: none"> Each PL to have a copy of the National Challenge 2024 Guidelines & Why Participate? documents. | PLs | <ul style="list-style-type: none"> Leadership Development (PL) Planning, Teamwork, Personal Growth. | <ul style="list-style-type: none"> Planning the National Challenge Activities at a Patrol-In-Council qualifies as one of the four PICs needed for Star Patrol - which takes place in the Patrol Corner ✓ |
| 21:10 | 10 min | <p>My 'Magical Envelope' 1. The Adult Leader gives each Scout an envelope or a small box and asks them to write their name on it so that it is clearly visible to others. 2. The Adult Leader puts all the envelopes/boxes in one place, along with some paper and pens with which Scouts can write messages. 3. The Adult Leader asks the Scouts to drop <i>positive 'magical messages'</i> to each other in these envelopes every week for the next three weeks. The messages can be dropped into the envelopes at each weekly inspection (and Patrol points awarded for them.) The recipients name must be written on the message. And the <i>'magical message'</i> can either include the writer's name or be anonymous. (Let the COH decide) The <i>'magical messages'</i> should do one or more of the following: <ul style="list-style-type: none"> Spread a little kindness Motivate and encourage Appreciate something about the recipient (e.g. a strength, talent, or action), Boost morale and well-being Say thank you for something the recipient did, or Share something nice. 4. By the end of the three-week period, the Scouts can open their own 'Magical Envelopes' to check their messages. 5. At the end of the exercise, the Adult Leader should ask the Scouts to share their thoughts and feelings about the exercise. How did the positive messages make them feel?</p> | <ul style="list-style-type: none"> 1 x Envelope (or small box) per Scout OR any other container that can be used to collect small papers Stand with small pieces of paper and pens | ATS | <p>Goals:-</p> <ul style="list-style-type: none"> Scouts: Develop skills to appreciate others, to see other people's strengths and grow self-confidence. Adult Leaders: Support young people in developing interpersonal skills and emotional intelligence. | <p>It is recommended that the Adult Leader check the messages before the <i>'Magical Envelopes'</i> are given to the recipients. If inappropriate messages get into envelopes, such as bullying, make sure to address it immediately and talk about bullying with your Scouts.</p> <p>It is also suggested that the Adult Leader monitor the messages submitted and ensures that ALL Scouts, even the unpopular ones, receive positive messages of affirmation.</p> <p>The My 'Magical Envelope' activity (collection of 'magical messages') should be run over three consecutive weeks' programmes (If you choose to not run all the Health and Well-being programmes consecutively over a four-week period.)</p> |
| 21:20 | 10 min | <p>Closing Your usual closing ceremony <i>"Commitment own Health and Well-Being ."</i></p> | <ul style="list-style-type: none"> Flag, Payer Book, List of Announcements | TS / TL | <ul style="list-style-type: none"> Tradition, structure, discipline and order. | <ul style="list-style-type: none"> Recognize efforts made by Patrols and individual scouts during the meeting. Remind Scouts of the ongoing commitment to promoting their own health and well-being. |
| 21:30 | 120 min | | | | | |

need somebody to talk to? childline is here to help!



- Being a young person can be difficult as so much seems to change and you become more aware of what is around you.
- You may be going through a difficult time and are possibly feeling alone, confused and scared.
- If you are feeling like this, then the best thing you can do for yourself is to talk to someone.
- Sometimes the people you should be able to talk to are just not available or you feel scared to approach them.
- That is why there's a Childline toll-free line for you to call to get the help that you might need!
- Need help!? Call the Childline number, **116**
- The Childline toll-free line is available 24 hours a day and is free from all networks.
- You can call Childline to talk through a problem or they can assist you should you have something to report.

health and well-being national challenge 2024



well-being and strengthening resilience in a scouting environment

Being involved with Scouting should support you to feel happy and empowered. It should help build resilience and develop a strong foundation for emotional and mental health. It is the responsibility of everyone to ensure that Scouting is a supportive environment for all Scouts.

Here are some reminders of activities that we already do according to the Scout Method which help create an emotionally balanced life:

- **Spend time in nature** – It reduces stress, anger, fear and increases pleasant feelings.
- **Discuss feelings and emotions** – Being able to share our opinions in a safe environment helps us cope with challenges and understand our emotions and those of others.
- **Get involved with your community** – This helps build self-confidence and sense of bringing change to the world.
- **Think about positive aspects** – While summarizing the day at a Scout camp or meeting, share what you are grateful for. It helps shape our thinking when we notice and appreciate even small positive things in our lives.
- **Courtesy and kindness** – These bring us closer together and support mutual respect.
- **Live in the moment** – Enjoy the present, here and now. Reflect with Scouts on where you are and what is around you.
- **Acknowledge and celebrate successes** – Remember to celebrate new achievements. Recognise, congratulate and reward Scouts.
- **Play** – Games and laughter boost endorphin levels in our brains which reduces stress and brings relaxation and calm to mind and body.
- **Sing** – Singing together reduces stress and creates a sense of belonging.
- **Team support** – In Scouting, Patrols and teams are made to support each Scout in reaching their potential, feeling fulfilled and progressing in a safe space.
- **Spiritual development** – There is an opportunity for Scouts to explore their inner selves and find peace.
- **And more** – The benefits of Scouting can go on, such as support in overcoming new challenges, creating friendships, and discovering new places. Brainstorm which are most important to you.



Do not underestimate the impact of what you are already doing!

health and well-being - troop meeting programme 1



Theme: health and well-being : two



Date: _____

Duty Patrol: _____

| time hh:mm | duration | activity | equipment required | leader | purpose / outcome | comments / notes |
|---------------|----------|--|--|-----------|---|--|
| 19:30 | 5 min | Opening <ul style="list-style-type: none"> Your usual opening ceremony Brief introduction to the theme of the meeting | <ul style="list-style-type: none"> Flag, Payer Book, Register | TS / TL | <ul style="list-style-type: none"> Tradition, Structure, Discipline, Order. | <ul style="list-style-type: none"> Print the Programme Two: 'Note to Scouts' - "It's OK to not feel OK" and put it up on the Troop notice board. |
| 19:35 | 5 min | Inspection <ul style="list-style-type: none"> My 'Magical Envelope' messages deposited into recipients envelopes. (See Health and Well-Being Programme One) | <ul style="list-style-type: none"> Patrol Points | ATs / PLs | <ul style="list-style-type: none"> Responsibility, Discipline, Uniformity, Attention to detail | |
| 19:40 | 15 min | <p>Steam Release Game: Port and Starboard</p> <ul style="list-style-type: none"> Start by explaining to the Scouts that "port" refers to the left side of the ship, and "starboard" refers to the right side. You can use visual aids or have Scouts physically face the directions to reinforce the concept. Designate specific areas for "port" and "starboard" within the play area. Scouts should have enough space to move quickly between the two sides. The Leader or 'Captain' will give commands, and the Scouts must follow them quickly. The Captain calls out commands of "port" or "starboard." Scouts must move to the corresponding side as quickly as possible. "Port!" - Scouts move to the left side. "Starboard!" - Scouts move to the right side. If a participant moves to the wrong side or fails to respond quickly, they can be eliminated from that round. The last participant remaining is the winner of that round. You can add complexity to the game as it progresses, the Captain can introduce additional commands to make it more challenging. <p>Adjust the complexity of the commands based on the Scouts' understanding and abilities.</p> <p>For example:</p> <ul style="list-style-type: none"> "Bow" - Scouts move forward. "Stern" - Scouts move backward. "Scrub the Decks" - Pretend to scrub the floor on hands and knees. "Climb the Rigging" - Pretend to scale a rope ladder. | <ul style="list-style-type: none"> None | PLs | <ul style="list-style-type: none"> Physical exercise Gross motor activity Teamwork Quick thinking Importance of following directions | <ul style="list-style-type: none"> Rotate the 'Captain' - Allow different PLs to take on the role of the Captain, giving each PL a chance to lead and follow commands. After playing for a while, gather the Scouts and discuss their experiences. You can talk about teamwork, quick thinking, and the importance of following directions in a fun and dynamic way. Variations: If you prefer the Scouts to learn something useful, use North, East, South and West as the designations and related calls (e.g. Northeast) |

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| | | <p>"Submarines" - Lay down flat on your back with a leg (periscope) in the air.</p> <p>"Enemy Aeroplanes" - Run around with arms (wings) outstretched making appropriate noises.</p> <p>"Lifeboats of (number)" - A group of (number) players must sit on the floor with legs outstretched (one behind the other in a line as in a lifeboat) and 'row'.</p> <p>"Man Overboard" - Each player must find a partner and pick them up off the floor.</p> <p>"Captain's Aboard" - Everyone must form a line in front of the Leader, stand to attention and salute.</p> <p>"Freeze" - Freeze where you are!</p> <p>"Faster" - Do whatever you are doing faster.</p> <p>"Man the Lifeboats" - mime rowing in groups of three.</p> | | | | |
| 19:55 | 45 min | <p>It's OK Not To Feel OK</p> <p>1. The Adult Leader asks Scouts the following questions:</p> <ul style="list-style-type: none"> • "What is the emotion that we usually connect with blue or grey colours? Why?" • "Why do people feel sad? Why are you sometimes sad?" <p>The Scouts write their answers (one word) on a sticky note.</p> <p>Some of the answers might include: pressure (judgment), loneliness, failure (demotivation, loss of self-confidence), fear (from people, situations, future / past), or even no known reason...</p> <p>2. The Adult Leader asks the Scouts to stick the reasons for being sad on the person poster (see Preparation).</p> <p>3. Then, the Adult Leader asks the Scouts to describe what they see.</p> <p>4. The Adult Leader asks: "What behaviours do you see when somebody is very sad? Write them around the person poster."</p> <p>The Scouts might write the following: anxiety, solitude, lack of appetite, difficulties with sleep, reduced concentration, lack of energy and happiness, etc.</p> <p>It is essential to highlight that people can hide these behaviours and to consider what people could be going through without others realising.</p> | <ul style="list-style-type: none"> • Print the Programme Two: "Facilitator Notes" and ensure that the Adult Leader Team and Guest Speaker read the note prior to the meeting. • Draw an outline of a person on a big sheet of paper/board • 'Sticky notes' and pens • List of local support resources available for youth | <p>TS / External Guest Presenter - Professional Mental Health Counsellor</p> | <p>Goals:-</p> <ul style="list-style-type: none"> • Scouts: To understand and have open discussions on the behaviours related to mental illness in a safe space. • Adult Leader: Design a safe space to initiate discussion around mental illness. | <ul style="list-style-type: none"> • Invite a local Youth Counsellor Mental Health professional to present this topic and, in addition, expand on the importance of mental health and where Scouts can seek help in need. • Read the Health and Well-Being Troop Programme 2 'Note to Adult Leader / Facilitator' before preparing for this activity. • Be sure to set ground rules and boundaries as a group before beginning. • Be aware of behavioural changes to support your group |

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| | | <p>5. The Adult Leader takes some time to explain:</p> <ul style="list-style-type: none"> • People can be sad for various reasons but if it becomes overwhelming (show the number of post-its) and there is too much of it, they will start to behave differently (point the behaviours/symptoms). • If it happens for a very long time, it can be depression. Depression is a disease that can be treated. Just like with the flu, the body can manage some virus, but when there is too much of it, the person needs professional support. <p>6. The Adult Leader asks the Scouts: <i>"What happens if you are sick, i.e., flu and do not take care of it? What might happen? Do you know what might happen if you ignore depression?"</i> Some explanations can be forms of self-harm, leading even to suicide.</p> <p>7. The Adult Leader underlines that:</p> <ul style="list-style-type: none"> • It can happen to anyone • It is not a sign of weakness • It is treatable with the help of a professional (ex. counsellor, therapist, medical doctor) <p>8. The Adult Leader asks the Scouts if they know what they would do if they felt like this? Or what they would do if they met someone who is feeling depressed? Together, you create a poster with steps around what to do.</p> <p>9. Summary: The Adult Leader asks the Scouts: How do you feel after this discussion? Do you have more questions? What do you need now? The Adult Leader could offer to chat to a Scout in private after the Troop meeting.</p> | | | | <p><i>Please Remember!</i></p> <ul style="list-style-type: none"> • If you think a Scout in your Troop might be depressed or experiencing other mental health issues, try to initiate the conversation with them, maybe with the help of another adult or professional. • If you do not feel well equipped or comfortable to discuss mental health with your Scouts, you could seek help from a professional or external support agency that specialises in the subject, such as a counsellor, mental health nurse or a non-profit organisation. • It is perfectly normal for subject matter experts to be invited to deliver a Scout session. • At the same time, remember that you do not need to be a professional to talk about mental health issues. |
| 20:40 | 30 min | <p>Managing My Stress Bucket</p> <ul style="list-style-type: none"> • The Adult Leader asks Scouts to stand in a circle. • The Adult Leader asks each Scout to think of something that makes them feel stress. For example: losing a sock, being late for school, exams, a fight with a friend or family member, COVID-19, climate change, etc. • The Adult Leader then asks each Scout going around the circle to come forward to the bucket filled with water and take a scoop of water with the cup. Then they pour the water into the empty bucket and say to the group what makes them feel stressed. • As the empty bucket starts to fill up with water, the Leader will explain to the Scouts that the bucket symbolises a person and the water is the person's stress level. As more and more stress is poured into the bucket, the stress levels increase. | <ul style="list-style-type: none"> • Two buckets: (preferably one slightly bigger than the other). One full of water and one empty • 1 cup | TS | <p>Goals:-</p> <ul style="list-style-type: none"> • Scouts: Learn a new way to care for their mental health and understand what could happen if they do not manage their stress levels well. • Adult Leaders: Support Scouts in understanding how they can manage their stress levels and understand self-care. | <ul style="list-style-type: none"> • Ensure that discussions are inclusive and promote a stigma-free environment. • Emphasize the availability of support systems, both within the scouting community and externally. |

| time hh:mm | duration | activity | equipment required | leader | purpose / outcome | comments / notes |
|---------------|----------|---|--|---------|--|---|
| | | <ul style="list-style-type: none"> When every Scout has had their turn, the bucket may be almost full or overflowing. This spilling of water represents burnout, emotional outbursts or other mental illness. This shows the young people that when our stress levels are too high, we can become unwell, less resilient, and unable to cope. Now the Adult Leader will ask the Scouts to think of things they do that make them feel good or relax. For example: read a book, hang out with family or friends, play a game, dance, sing, take part in sport or exercise, take a nap, talk to a trusted person or counsellor, etc. The Adult Leader will then ask each Scout to come up one by one and fill the cup with water from the overflowing bucket and pour the water onto the ground (or into the other bucket). While they pour their water out, the Scout should tell the group what they do that makes them feel good or relaxed. The Adult Leader explains to the group that we call these things self-care, and we should do at least one thing every day that helps us relax. If we are feeling very stressed, we need to consciously put in effort in to doing more of these things. Knowing what "fills our stress bucket" is a tool we can use to manage our stress levels and help us take care of our mental health. If appropriate, the Adult Leader or Guest Speaker could talk to the group about harmful stress release activities like drugs and alcohol, overeating, smoking, spending money, etc. These things, which can sometimes feel like they relieve stress, can have harmful and long-term effects on health and well-being. The Adult Leader can advise young people to choose their self-care activities wisely. | | | | |
| 21:10 | 10 min | <p>Game: Stress Bucket Relay</p> <p>Put one empty bucket for each Patrol at the finish line. Scouts take turns filling up their cup from their full bucket and dumping it into their empty bucket. The game is over when the starting-line bucket is empty. The Patrol with the most water in their finish-line bucket wins.</p> | <ul style="list-style-type: none"> Two buckets per Patrol: One full of water and one empty 1 cup per Patrol | ATS | <ul style="list-style-type: none"> Teamwork, Communication, Physical fitness. | <ul style="list-style-type: none"> A quick game to finish off the meeting and to re-emphasize and confirm the 'stress release' by emptying the 'stress bucket' that the Scout may possess. |
| 21:20 | 10 min | <p>Closing</p> <p>Your usual closing ceremony</p> <p><i>"It's OK Not To Feel OK - if you need help, all you need to do is just ask and help will be provided for you!"</i></p> | <ul style="list-style-type: none"> Flag, Payer Book, List of Announcements | TS / TL | <ul style="list-style-type: none"> Tradition, structure, discipline and order. | <ul style="list-style-type: none"> Recognize efforts made by Patrols and individual scouts during the meeting. Remind Scouts that it is crucial to remember that our mental well-being is just as important as our physical health. |
| 21:30 | 120 min | | | | | |

NOTE TO THE ADULT LEADER OR FACILITATOR

Understanding some of the most common mental health challenges faced by young people will empower you to speak about them with confidence, ask good questions, and observe changes in the behaviour of Scouts.

Depression is an illness characterised by persistent sadness and a loss of interest in activities that you normally enjoy, accompanied by an inability to carry out daily activities, for at least two weeks. In addition, people with depression normally have several of the following: loss of energy; change in appetite; sleeping more or less; anxiety; reduced concentration; indecisiveness; restlessness; feelings of worthlessness, guilt, or hopelessness; and/or thoughts of self-harm or suicide.

Depression is not a sign of weakness. Anyone can experience depression. It is treatable, with therapies such as counselling, lifestyle interventions and/ or medication.

Self-harm is when someone intentionally hurts or injures themselves. For some, self-harm can represent a way of coping with or expressing feelings and emotions that are overwhelming or overpowering.

Anxiety is your body's natural response to stress. It's a feeling of fear, nervousness, or apprehension about what's to come. Sometimes, that's a life event, like the first day of school, going to a job interview, or giving a speech. Other times, it can be a more general and ongoing feeling. If feelings of anxiety are extreme, last for longer than six months, and are interfering with daily life, it may be an anxiety disorder.

Eating disorders describe illnesses that are characterized by irregular eating habits and severe distress or concern about body weight or shape. Eating disturbances may include inadequate or excessive food intake which can ultimately damage an individual's physical and mental well-being. The most common forms of eating disorders include Anorexia nervosa, Bulimia Nervosa, and Binge Eating Disorder and affect all genders.

If you are concerned about a young person's mental health, be sure to advise their guardian. Anyone experiencing mental illness should seek professional medical advice.

Observe your Scouts during Troop Meetings! As an Adult Leader, you are part of a Scout's life in a different way from parents or friends. Pay attention to what is happening with your Scouts when you're with them, in case you notice changes in behaviour.

If you do, *do not ignore these changes*! Check in with your Scouts and try to understand how they feel and what is causing this change and, in need, get them the help that they require to overcome any difficulties that they may be experiencing.

There may be some Scouts who do not want to participate in some of the activities, especially the more introverted Scouts. Scouts should be encouraged to take part in all the activities, but no pressure should be placed upon them. The Scouts should also be told and understand that it is OK to not reveal certain things that they feel uncomfortable about to everyone in an open forum.

it's ok not to feel ok

Feeling different emotions is a part of life. However, when you feel low for a long time or when your feelings start to impact on daily life, it is important that we take actions to feel better.

Not feeling OK is a difficult topic even for adults, which is why it is essential to learn and practice skills to manage things when we are feeling low.

It is important that you know it is normal not to feel OK sometimes, and that you need to seek help if this feeling doesn't improve for weeks or months at a time.

You should tell a trusted adult about it, or, if you are ready to reach out and talk to a Childline Counsellor, you can call The Childline toll-free Helpline on 116, 24 hours a day:

- If you feel unhappy for a very long time,
- If you were hurt or are afraid to be hurt in your environment,
- If you need some extra support,
- If you think someone you know is experiencing one of the above.



It is important to share your feelings with others as you are more likely to overcome them and feel better with support. If you are hurt or afraid, it is essential to tell someone, because it might help stop it and prevent others from getting hurt.

Scouting does not only help to build a safe environment while talking about difficult topics, but it also supports our mental and physical health to strengthen natural immunity and resilience. Remember to value activities that involve:

- Open questions and interest towards each other
- Culture of listening
- Equality and acceptance (building trust)
- Support from peers highlighting the strength of the Scout Troop
- Discussions about difficult topics, such as challenges or accidents, by not making taboos and talking through conflict
- Regular discussions about emotions, reactions, and behaviours building a habit for Scouts to share
- Contact with nature to decrease stress
- Joy and Fun!

health and well-being - troop meeting programme 2



Theme: **health and well-being : three**



Date: _____

Duty Patrol: _____

| time hh:mm | duration | activity | equipment required | leader | purpose / outcome | comments / notes |
|---------------|----------|--|--|-----------|--|---|
| 19:30 | 5 min | Opening <ul style="list-style-type: none"> Your usual opening ceremony Brief introduction to the theme of the meeting | <ul style="list-style-type: none"> Flag, Payer Book, Register | TS / TL | <ul style="list-style-type: none"> Tradition, Structure, Discipline, Order. | Print the Programme Three: 'Note to Scouts' - " <i>Taking Care of Myself</i> " and put it up on the Troop notice board. |
| 19:35 | 5 min | Inspection <ul style="list-style-type: none"> My 'Magical Envelope' messages deposited into recipients envelopes. (See Health and Well-Being Programme One) | <ul style="list-style-type: none"> Patrol Points | ATs / PLs | <ul style="list-style-type: none"> Responsibility, Discipline, Uniformity, Attention to detail | |
| 19:40 | 15 min | Steam Release Game: Duster Hockey <ul style="list-style-type: none"> In the Scout meeting place, split the Scouts into two equal strength teams and then number them in increasing height. e.g. If there are 20 Scouts, split them into groups of 10, then number each Scout from 1-10. Two hockey goals are defined at each end of the Scout meeting place. Have the Scouts sit on opposites sides of the Scout meeting place, the Leader then calls out a number, e.g.'3' Both number threes will get up and run to the middle of the Scout meeting place where a duster (preferably a soft one) and two 'hockey sticks' (rolled up newspapers) are waiting. Each Scout takes a newspaper stick and tries to hit the duster into their opponents goal. If someone scores a goal, another number is called out, and the next two Scouts will have a turn. If no one scores after a few minutes, and to make sure everyone has a turn, the Leader calls out another number, and the Scouts playing must drop their sticks "where they are and the next two Scouts have a turn. More than one number can be called at a time (if more sticks are available) and the game can be played in pairs. | <ul style="list-style-type: none"> 4 object to define the goals 2x 'hockey sticks' (rolled up newspapers) 1 x (soft) 'duster' | TL | <ul style="list-style-type: none"> Physical exercise Gross motor activity Dexterity in using the hockey sticks Fitness Team work (if 4 or more players) | |

| time hh:mm | duration | activity | equipment required | leader | purpose / outcome | comments / notes |
|---------------|----------|--|--|--------|---|---|
| 19:55 | 30 min | <p>Super Powers</p> <ul style="list-style-type: none"> The Leader introduces the fact that all Scouts have particular talents (Positive affirmations - 'SuperPowers') - See Pg 53 of the WOSM Mental Health Kit for inspiration and ideas. The Adult Leader asks the Scouts to brainstorm examples of such 'SuperPowers', positive affirmations. The affirmation should be something good the Scout believes about themselves. Scouts suggest a 'SuperPower', and the Leader writes it on a board until there is a long list of positive 'SuperPowers'. Scouts then select one 'SuperPower' that they feel is appropriate to themselves. The Adult Leader asks the Scouts to choose a 'buddy' from their Patrol and sit in pairs and discuss why they chose those statements. Once the Scout has shared their 'SuperPower' and reasons, the 'buddy' must give them another 'SuperPower' that they think appropriate to the Scout - positive affirmation. | <ul style="list-style-type: none"> Print the Programme Three: "My Super Powers" list and refer to it for some 'SuperPower' ideas during the activity. | ATS | <p>Goals:-</p> <ul style="list-style-type: none"> Scouts: Build self-confidence and empowerment. Encourage Scouts to <i>listen</i> to what their peers say. Adult Leaders: Support Scouts by sharing examples for their self-appreciation and self-confidence. | <p>Buddy System</p> <p>The buddy system is the act of pairing up Scouts to create a support system for both. During Scout camps or meetings, it is the role of the buddies to check on each other and support one another. They can also be a listening ear to each other as needed, and more. This practice is encouraged to create a safer Scouting environment where young people can feel mentored, supported and encouraged.</p> <p>Besides their buddy, Scouts should be encouraged to seek other people that can listen when they need it, such as: another trusted friend, a trusted Adult Leader, a family member (ex. brother, sister, father, mother), or a school teacher.</p> |
| 20:25 | 20 min | <p>Tug-of-War:</p> <ul style="list-style-type: none"> Arrange a traditional (linear) tug of war (between Patrols) in a knock out format. Find a flat and safe playing area, preferably on grass or another soft surface to prevent injuries in case someone falls. Place a marker (scarf) in the centre of the rope to denote the middle point. Place a marker (draw a line) on the ground at the centre of the rope. Have each Patrol stand on opposite sides of the marker, (preferably with an equal number of Scouts on each side). Each Patrol has to tie their own bowline around their 'anchor Scout' (usually the biggest Scout) before starting. <p>Instruct the teams to grab onto the rope, making sure each player has a firm grip. (gloves may be worn)</p> <ul style="list-style-type: none"> The goal is for one Patrol to pull the other Patrol across a designated line (the marker on the ground) or to a specific point on the playing field. Alternatively: Play a circular tug-of-war (circle of rope), where each patrol tries to pull the rest of the Troop into their corner. | <ul style="list-style-type: none"> A sturdy rope - long enough for the number of participants. A marker (scarf) to mark the centre point of the rope. Marker (line) on the ground | TL | <ul style="list-style-type: none"> Gross motor activity Knitting skills: Bowline Teamwork Team Motivation (PL) Planning (PL arranging hand protection) | <ul style="list-style-type: none"> Emphasize the importance of proper grip and body positioning to avoid injuries. Have a referee or judge to oversee the game, ensuring that both teams follow the rules. Consider having a soft landing area or mats on the ground in case someone falls during the game. Remember to adapt the rules based on the age and physical abilities of the Scouts. And always prioritize safety! |

| time hh:mm | duration | activity | equipment required | leader | purpose / outcome | comments / notes |
|---------------|----------------|---|--|---------|---|--|
| 20:45 | 25 min | <p>Patrol In Council</p> <ul style="list-style-type: none"> Scouts go to their Patrol Corners and plan the execution of the National Challenge Task 1, Part 2: 'Connect' under the guidance of their Patrol Leader. Each Patrol plans a FUN Patrol Activity, away from the Scout meeting place, and 'connect' with one another at someone's home or at another external venue, depending on the chosen activity. See the Scout Health and Well-Being Challenge Guidelines document for some ideas on Patrol Activities. Choose a fun Patrol activity Decide on a suitable date for the activity Allocate jobs and responsibilities Work out the budget and cost Choose a suitable venue Arrange with parents Organise permits and consent forms | <ul style="list-style-type: none"> Each PL to have a copy of the National Challenge 2024 Guidelines Paper & Pencil Cell Phone | PLs | <ul style="list-style-type: none"> Leadership Development (PL) Planning, Teamwork, Personal Growth. | <p>If there is insufficient time for the Patrol to finalise the planning, then the PL and APL should be tasked to complete the planning.</p> <p>If you prefer, the Patrol could plan one of the other Patrol Activities required for the National Challenge instead:</p> <ul style="list-style-type: none"> Task 2: Patrol Community Service Project. Task 3: Patrol Day-Hike Task 4: Inter-Troop Team Sport Competition. (alternate to the in-house inter-Patrol competition) |
| 21:10 | 10 min | <p>Game: I am a Scout and my SuperPower is . . .</p> <ul style="list-style-type: none"> Scouts are formed up in a circle on chairs or on the floor. The first Scout commences by saying "<i>I am a Scout and my SuperPower is . . . <insert SuperPower>!</i>". The next Scout then repeats "<i>I am a Scout and my SuperPower is . . . <inserts SuperPower mentioned by the first Scout and then adds another SuperPower>!</i>" and so on around the circle, with each Scout in turn repeating, in the correct order, all the 'SuperPowers' and adding their own. Whenever a Scout gets a 'SuperPower' in the wrong order, or cannot remember the next 'SuperPower', the Scout is then out of the game and the next Scout continues. (If a Scout cannot remember the previous 'Super Power' they can call on their "buddy" for help.) The game continues round and round the circle until there is only one Scout, the winner, left. | A chair for each Scout (optional) | ATS | <ul style="list-style-type: none"> Positive affirmation Confidence Building Memory Recall Communication Linking the 'SuperPower' to each Scout | <ul style="list-style-type: none"> A quick game to finish off the meeting and to re-emphasize and affirm the 'SuperPowers' that the Scouts possess. The game can either be played by the whole Troop or in Patrols. Adult Leaders should also participate in the game. The Leader concludes with comment on how we should practice our 'SuperPower' and develop other 'SuperPowers'. As well as reminds Scouts to take time to recognise the 'SuperPowers' in others and compliment them (positive affirmation) on the 'SuperPowers' that they have. |
| 21:20 | 10 min | <p>Closing</p> <p>Your usual closing ceremony</p> <p>"Own your 'SuperPower'!"</p> | <ul style="list-style-type: none"> Flag, Payer Book, List of Announcements | TS / TL | <ul style="list-style-type: none"> Tradition, structure, discipline and order. | <ul style="list-style-type: none"> Recognize efforts made by Patrols and individual Scouts during the meeting. Scouts are reminded to own their 'SuperPower', exercise it during the week and are asked to report back next week. |
| 21:30 | 120 min | | | | | |

taking care of myself

Everyone has the potential to cope with and regulate their emotions in different situations. It's important to support that ability and develop related skills. One of the ways to protect ourselves from mental health challenges is to work on our resilience.

According to the Oxford Dictionary, "*Resilience is the capacity to recover quickly from difficulties; toughness*". Resilience helps you overcome challenges and become stronger with each of your experiences. The good news: you can train it!

relaxation and reflection

Sometimes during our Scout activities, there is a lot happening around us – many new experiences, friends, challenges, and dreams. We might feel overwhelmed. It is important to stop from time-to-time and give ourselves, our brains, and our bodies a break. This gives us the chance to relax and reflect on what is happening around us.

It is important to live in the moment: to focus on the here and now and accept our thoughts and emotions without judgment. It is a learning experience that helps us live a healthy lifestyle.

being self-confident and self-aware

Self-confidence is believing in yourself, for example if you are self-confident and learning something new, you will believe you are able to learn the new skill even if it is very difficult. Working on your self-confidence works like physical exercise does for your body – it helps you stay healthy and strong.

Why should I build self-awareness? During your everyday life, self-awareness allows you to be mindful of what you feel. This mindfulness will allow you to better control your emotions and reactions when you are alone but also when you are in a group. Being self-aware will make you able to get along with yourself and consequently with others.



my superpowers

1. I am important.
2. I am smart.
3. I am a good friend.
4. I am kind and loving.
5. I am grateful for my body.
6. I am loved.
7. I am brave.
8. I am a good listener.
9. I am helpful.
10. I am happy.
11. I try my hardest.
12. I'm proud of myself.
13. I care about others.
14. I can do hard things.
15. I believe in me.
16. I love to learn from challenges
17. I enjoy new adventures.
18. I am safe.
19. Today is a great day.
20. I am free to be myself.
21. I am truthful.
22. I like to share what I have.
23. I have many talents.
24. I get better every single day.
25. I can do anything.
26. I have lots of friends who love me.
27. Every problem has an answer.
28. I can do it.
29. I am intelligent.
30. I am kind.
31. I have faith in myself.
32. I trust myself.
33. I am protected.
34. I am exactly where I need to be.
35. I am peaceful.
36. I am confident.
37. I am courageous.
38. I am whole.
39. Problems are challenges to better me.
40. I am in charge of my life.
41. All is well.
42. My family and friends love me for who I am.
43. I have many good friends.
44. I am creative.
45. I am awesome.
46. I have good friends.
47. I am a good friend.
48. I am thoughtful and kind.
49. I am strong, inside and out.
50. Miracles happen to me.
51. I am patient.
52. I am perfect just the way I am.
53. I make good decisions.
54. I am important.
55. I can do anything.
56. I am peaceful.
57. I approve of myself.
58. My heart guides me.
59. I see the good in myself.
60. I am a winner.
61. I am worthwhile.
62. I am beautiful.
63. I am a bright student.
64. I play an important role in the world.
65. I like myself.
66. I am optimistic.
67. I respect other people.
68. I learn from my mistakes.
69. I love my family and friends.
70. Everything works out just fine.
71. I am ok with who I am.
72. I have many gifts and talents.
73. Learning is fun and exciting.
74. I am happy.
75. I can do anything.
76. It's ok to start again.
77. I am good at...

Theme: **health and well-being : four**



Date: _____

Duty Patrol: _____

| time hh:mm | duration | activity | equipment required | leader | purpose / outcome | comments / notes |
|---------------|----------|---|--|-----------|---|--|
| 19:30 | 5 min | Opening <ul style="list-style-type: none"> Your usual opening ceremony Brief introduction to the theme of the meeting | <ul style="list-style-type: none"> Flag, Payer Book, Register | TS / TL | <ul style="list-style-type: none"> Tradition, Structure, Discipline, Order. | <ul style="list-style-type: none"> Print the Programme Four: 'Note to Scouts' - "<i>Health and Well-being</i>" and put it up on the Troop notice board. |
| 19:35 | 5 min | Inspection <ul style="list-style-type: none"> My 'Magical Envelope' messages deposited into recipients envelopes. (See Health and Well-Being Programme One) | <ul style="list-style-type: none"> Patrol Points | ATs / PLs | <ul style="list-style-type: none"> Responsibility, Discipline, Uniformity, Attention to detail | <ul style="list-style-type: none"> Adult Leader to check the '<i>magical messages</i>', as these will be handed out later in the programme. (See note below) |
| 19:40 | 15 min | <p>Game: One-Legged Sumo</p> <ul style="list-style-type: none"> Objective: The goal of the game is to stay balanced on one leg while trying to push or tag opponents to make them lose their balance and have both feet on the ground. Define a circular or rectangular play area using cones or markers. The size of the area will depend on the number of Scouts participating. Have Scouts stand around the perimeter of the play area on one leg. Make sure they have enough space between each other to hop around. On a signal, the Scouts begin hopping on one leg within the play area. The objective is to stay balanced while trying to knock opponents off balance. Rules: Players can use their hands to push or tag opponents but must remain on one leg. If a Scout's second foot touches the ground, they are considered "out" for that round. The last Scout remaining on one leg is the winner of the round. Play multiple rounds to allow different Scouts the opportunity to participate and compete. | <ul style="list-style-type: none"> Open space Cones or markers to define the play area | TL | <ul style="list-style-type: none"> Physical exercise Physical fitness Gross motor activity: balance, coordination, and agility | <ul style="list-style-type: none"> This game is a physical and entertaining way for Scouts to practice balance, coordination, and agility. As always, adapt the rules and format based on the age and physical abilities of the Scouts, and ensure a safe playing environment. Emphasize the importance of safety and good sportsmanship. Remind Scouts to be mindful of their surroundings and to play in a way that minimizes the risk of injury. |

| time hh:mm | duration | activity | equipment required | leader | purpose / outcome | comments / notes |
|---------------|----------|---|--|---------------|---|--|
| 19:55 | 45 min | <p>Patrol Activity: Fitness Bingo Relay</p> <ul style="list-style-type: none"> • Objective: The objective of this Patrol activity is to combine physical fitness exercises with the fun and excitement of a bingo relay. • Set Up the Playing Area: Use cones or markers to set up a relay course in an open space. Place a set of fitness activity cards at each station. • Each Patrol should have an equal number of participants. • Instead of simply running from one point to another, Scouts must complete a fitness activity at each station to mark off that activity on their bingo card. • Line up the Patrols at the starting point. On "Go," the first Scout from each Patrol runs to the first station, completes the fitness activity, and returns to tag the next Scout in line. • The relay continues until one Patrol has a Scout complete a full row (horizontal, vertical, or diagonal) of fitness activities on their bingo card. That Patrol should shout "Bingo!" and the Patrol activity pauses. • Check the winning Patrol's bingo card to ensure that all the completed activities were done correctly. If verified, that Patrol wins the round. • Reset the fitness activity cards for each round and play multiple rounds to give everyone a chance to participate. • Variations: Introduce a "wild card" square on the bingo card, where Scouts can choose any fitness activity they like. • Incorporate different locomotive movements into the relay, such as skipping, hopping, or bear crawling between stations. | <ul style="list-style-type: none"> • Bingo cards (create cards with a grid of fitness activities instead of numbers) • Cones or markers • List of fitness activities • Stopwatch or timer • Equipment will be dependant on the activities chosen by the COH / Adult Leaders for the physical fitness bingo challenge. • Prepare Bingo Cards: Create bingo cards with a 5x5 grid. Instead of numbers, each square should contain a different fitness activity. Some examples include jumping jacks, squats, lunges, push-ups, burpees, or running in place. | TS / ATS / TL | <p>Goals:-</p> <ul style="list-style-type: none"> • Scouts: Promote physical fitness <p>Encourage Scouts to engage in a healthy active lifestyle.</p> <ul style="list-style-type: none"> • Adult Leaders: Support Scouts a fun and engaging way to promote health and wellness. | <ul style="list-style-type: none"> • This Patrol activity not only makes physical fitness fun but also adds an element of strategy as Scouts decide which fitness activities to prioritize in their quest for bingo. Adjust the difficulty of the exercises based on the age and fitness levels of the Scouts. • Physical fitness challenges can be a fun and engaging way to highlight the connection between physical activity and mental well-being. • Remember to consider the fitness levels of your Scouts and encourage a supportive and inclusive atmosphere. • Always prioritize safety by providing proper supervision and ensuring that the activities are appropriate for • Additionally, consult with parents (and they in turn, health professionals) if there are any concerns about individual fitness levels or health conditions. |
| 20:40 | 15 min | <p>Patrol Corners</p> <ul style="list-style-type: none"> • Scouts go to their Patrol Corners and reflect on the impact of physical activity on mental health and discuss ways to incorporate regular exercise into their daily routine. • For those Scouts who want to do the individual National Challenge Task 4, with the guidance of the PL, plan how to be more active and discuss the details of a daily exercise routine of endurance and stamina exercises. | | PLs | <ul style="list-style-type: none"> • Leadership Development (PL) • Planning, • Personal Growth. | |

| time hh:mm | duration | activity | equipment required | leader | purpose / outcome | comments / notes |
|---------------|----------|---|---|----------|---|--|
| 20:55 | 15 min | <p>Game: Feelings Charades</p> <ul style="list-style-type: none"> Start the game by briefly discussing the importance of understanding and expressing emotions. Emphasize that everyone experiences a range of emotions, and it's okay to talk about them. Explain that this game is a variation of charades, where Scouts will act out different emotions without using words while the rest of the group guesses the emotion. Have each Scout draw an emotion card from the hat without showing it to others. Scouts take turns acting out the emotion on their card while the rest of the troop guesses what emotion is being portrayed. Encourage expressive gestures and facial expressions. After each round, briefly discuss the chosen emotion. Ask the Scout acting and others in the troop to share instances when they felt that particular emotion and how they cope with it. Rotate the turns quickly to ensure everyone has a chance to act out an emotion. Repeat several rounds, keeping the atmosphere light and supportive. Conclude the game with a quick reflection on the activity. Ask Scouts how it felt to express different emotions and whether they learned something new about their peers. | <ul style="list-style-type: none"> Small pieces of paper or index cards Writing utensils Hat or container to hold the emotion cards Before the meeting, write various emotions on small pieces of paper or index cards. Include a mix of positive, negative, and neutral emotions: Examples include happy, excited, stressed, confused, surprised, content, etc. | TL / PLs | <ul style="list-style-type: none"> The objective of this game is to encourage Scouts to express and recognize different emotions, promoting understanding and empathy. | <ul style="list-style-type: none"> This game can be played by the whole Troop, however it is recommended that it is played within each Patrol. Given the time constraints, this provides greater opportunity for more Scouts to participate and also fosters good Patrol spirit and understanding and an environment in which the Scouts will be more comfortable to share their thoughts. Remember to create a safe and positive environment during the game. This activity is designed to promote open communication about emotions and encourage empathy within the troop. |

| time hh:mm | duration | activity | equipment required | leader | purpose / outcome | comments / notes |
|---------------|----------------|---|---|---------|---|---|
| 21:10 | 10 min | <p>My 'Magical Envelope'</p> <ul style="list-style-type: none"> • During the Health and Well-Being Programme One, Scouts were asked to drop positive '<i>magical messages</i>' to each other in the '<i>Magical Envelopes</i>' given to them, every week for three weeks. The messages should do one or more of the following: <ul style="list-style-type: none"> • <i>Spread a little kindness</i>, • <i>Motivate and encourage</i>, • <i>Appreciate something about the recipient (e.g. a strength, talent, or action)</i>, • <i>Boost morale and well-being</i>, • <i>Say thank you for something the recipient did, or</i> • <i>Share something nice</i>. • Now, the end of the three-week period, the Adult Leader hands out the '<i>Magical Envelope</i>' to each Scout and they can open their own '<i>Magical Envelopes</i>' to check their messages. • The Adult Leader asks the Scouts to choose one or two '<i>magical messages</i>' they received and share them with the Troop. • The Adult Leader asks the Scouts to share their thoughts and feelings about the exercise. How did the positive '<i>magical messages</i>' make them feel? • The Adult Leader then explains the importance of recognising the good in one another and to <i>spread a little kindness</i> in giving them positive '<i>magical messages</i>' of affirmation. | <ul style="list-style-type: none"> • A chair for each Scout (optional) | ATS | <ul style="list-style-type: none"> • Positive affirmation • Confidence Building • Memory Recall • Communication • Linking the 'SuperPower' to each Scout | <ul style="list-style-type: none"> • It is again recommended that the Adult Leader check the messages before the '<i>Magical Envelopes</i>' are given to the recipients. • If inappropriate messages get into envelopes, such as bullying, make sure to address it immediately and talk about bullying with your Scouts. • It is also suggested that the Adult Leader monitor the messages submitted and ensures that ALL Scouts, even the unpopular ones, receive positive messages of affirmation. |
| 21:20 | 10 min | <p>Closing</p> <p>Your usual closing ceremony</p> <p>My 'Magical Envelope' messages deposited into recipients envelopes. (See Health and Well-Being Programme One)</p> | <ul style="list-style-type: none"> • Flag, Payer Book, List of Announcements | TS / TL | <ul style="list-style-type: none"> • Tradition, structure, discipline and order. | <ul style="list-style-type: none"> • Recognize efforts made by Patrols and individual Scouts during the meeting. |
| 21:30 | 120 min | | | | | |

health and well-being

As you continue on your Scouting journey, it's crucial to emphasize the importance of maintaining a healthy and balanced lifestyle. Our physical and mental well-being plays a fundamental role in our ability to excel, both in Scouting activities and in life.

physical fitness: Physical health is the foundation of our Scouting adventures. Whether it's hiking, camping, or engaging in various Scouting activities, being physically fit ensures we can fully participate and enjoy the experiences.

mental well-being: A healthy mind is equally important. Taking care of our mental well-being through relaxation techniques, mindfulness, and stress management will contribute to a positive and resilient mindset.

nutrition: Proper nutrition fuels our bodies and minds. Good nutrition provides the energy needed to tackle challenges and make the most of Scouting adventures.

rest and recovery: In our enthusiasm for Scouting, it's easy to overlook the importance of adequate rest. Quality sleep is essential for physical recovery and mental alertness.

taking care of ourselves and others: Everyone in Scouting should understand that they have a duty to care for themselves others and we should look out for each other. If a fellow Scout is feeling unwell or overwhelmed, offer support and encouragement.

a healthy scouting environment is one where each member feels supported and valued! It is not always about reacting or giving advice. Sometimes, all someone needs is to be listened to.

Remember, a healthy and well-balanced lifestyle not only enhances our Scouting experiences but also sets the foundation for a fulfilling life beyond Scouting. Let's make a collective commitment to prioritize our health and well-being so that we can fully enjoy the adventures that Scouting has to offer.

Wishing you all a happy and healthy Scouting journey!



health and well-being - troop meeting programme 4

